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ABSTRACT

This booklet contains descriptions of the approach of each state member of the Action Team on Lifelong Learning in meeting the challenge to prepare and upgrade the skills of the work force. Each one-page discussion is followed by the name, address, and telephone number of a contact person in the state. The reported approaches of 10 states highlight: Indiana's consideration of work force development legislation to link schools, business, labor, and state government; Iowa's pursuit of policies to evaluate school performance based on results and linkage of federal, state, and local resources; Massachusetts' consolidation of educational services for economic recovery; Missouri's initiative to improve the quality of higher education programs by identifying specific missions, goals, and priorities for each institution; New Jersey's unified state plan for work force readiness, which relies on development of close linkages between school systems and the labor market; New York's enactment of legislation to establish Skills Opportunity Centers for young people; Oregon's establishment of the Oregon Workforce Quality Council; Pennsylvania's efforts to enhance the literacy of welfare recipients; South Carolina's partnership for work force literacy; and Wisconsin's Executive Cabinet for a Quality Workforce, which will develop a strategy to maintain a competitive posture in the global marketplace. (YLB)

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New Frontiers for Lifelong Learning

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Redefining the Possible

ACHIEVING THE NATIONAL EDUCATION GOALS

National Governors' Association

CE 060 922

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New Frontiers for Lifelong Learning

To regain our competitive position in the world market, high productivity and performance must once again prevail in the American workplace. Institutions and individuals must be able to reach their maximum potential. Neither private business nor government can accomplish this transformation alone. To achieve this goal, states must explore new frontiers for lifelong learning.

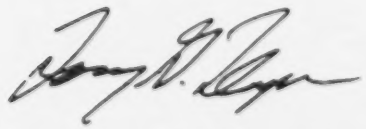
The need to upgrade the skills of the workforce is both great and immediate. Nearly 80 percent of the people who will make up the workforce in the year 2000 are already out of school. More than 23 million Americans, equivalent to one-fifth of the workforce, suffer from basic skill deficiencies that prevent them from functioning effectively. More than 9 million youth, 29 percent of all sixteen- to twenty-four-year-olds, leave school without having achieved academic competence.

The current system for preparing and upgrading the skills of the workforce is fragmented. We often miss those in greatest need of additional training and preparation. We frequently fail to offer sufficient opportunities for those who need to improve their functional and conceptual skills. Our economic situation demands that we streamline current programs and coordinate all activities so that individual needs can be met more effectively.

Missouri Governor John Ashcroft, NGA's 1991-92 chairman, has challenged states serving on three Education Action Teams to "Redefine the Possible" and "empower our people to extend their frontiers of achievement." For the Action Team on Lifelong Learning, this means serving as catalysts for developing creative and comprehensive solutions to issues of lifelong learning and workforce development.

The Action Team on Lifelong Learning will take the lead in helping states achieve national education goal five: "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Each state on the action team has been working to develop its own, unique approach to the problem. We will continue to push forward over the next several months and years. We will share exemplary programs and policies and the lessons we learn with other states, as they too undertake systemic efforts to provide lifelong learning opportunities. We have a major challenge before us. And we are eager to meet it.



Governor Tommy G. Thompson, Wisconsin

Chairman, Action Team on Lifelong Learning

Indiana's Initiative to Reduce the Skills Gap

Indiana's future and current workforce is at risk. With a 22 percent high school dropout rate and 40 percent of adult workers failing to meet entry-level skill requirements, the economic gap between the "haves" and the "have nots" and the skills gap between what employers need and what employees can offer are widening. Especially against the backdrop of tough economic times, it is vital that Indiana prepares its citizens for the challenges of a competitive, global twenty-first century economy.

Elements of the state's lifelong learning initiative include a preschool/child care program for the 1990s, a program that promotes innovative classrooms, a program that builds technological skills, a drug-free schools program, a scholars program, a workforce literacy program, and a workforce development program.

Workforce development legislation is currently being considered in the Indiana General Assembly; the other six programs are now law. This legislation links schools, business, labor, and state government—including social services—to include:

- Establishment of a Department of Workforce Development—combining vocational/technical education, the Job Training Partnership Act (JTPA), unemployment insurance, employment services, and workforce literacy—and joint program approval for all technical education.
- Changes in the K-12 system, including career awareness; state standards; tenth-grade Gateway assessment; a mandatory school age to eighteen without Gateway; certificates of achievement in academic and technical fields; elimination of the general education option; and a one-year skills guarantee with Gateway assessment and the certificates of achievement.
- Changes in higher education, including college credit for certificates of achievement and transfer of a common core of credits between institutions.
- Changes in adult learning, including Gateway assessment and certificates of achievement for adults; workforce development centers for workers and employers that provide common assessments; and training and employment information.

Evan Bayh, Governor

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A Focus on Performance and Workforce Preparation in Iowa

The state of Iowa is pursuing policies to evaluate the performance of schools based on results and to link federal, state, and local resources to improve the preparation of students for employment or further education. State officials plan to shift the focus of school improvement to educational outcomes rather than inputs. By linking vocational education, training, and skill development programs, officials also hope to more effectively coordinate resources available for workforce preparation.

Legislation has been proposed that would establish a new school accreditation system based on the performance of Iowa schools, beginning in the 1993-94 school year. To assist school districts in developing their capacity to measure what students know and are able to do, the establishment of a Center for the Assessment of School Effectiveness is being considered. These proposals coincide with the implementation of new vocational education standards to become effective on July 1, 1992. The standards, developed by the State Board of Education, call for competency-based curricula to be taught in Iowa schools and community colleges. The Iowa Youth Apprenticeship Initiative and "tech-prep programs," will be used to support the new standards and to create linkages among employers, high schools, and community colleges.

Iowa has established the TARGET Alliance, a collaborative initiative of government, labor, business, and education to help Iowa employers, employees, and educators prepare for changes in the workforce and to increase understanding about workforce issues. The linkages in TARGET Alliance are being used to develop a seamless employment and training service delivery system. Recommendations are being prepared to integrate statewide employment and training programs and make lifelong training and support services more accessible. The Alliance expects to recommend a design for a workforce service delivery system by July 1992. Programs that may be included in the integrated system include JTPA, Job Opportunities and Basic Skills (JOBS) training program, dislocated worker assistance, vocational rehabilitation services, employer-based training programs, the Iowa Industrial and Small Business New Jobs Training Program, the Iowa Retraining Program, the Iowa Conservation Program, the Iowa Youth Apprenticeship Initiative, and school-based vocational education programs.

Iowa's community colleges are also being asked to document learning outcomes and increasing accountability to prove that they are continually improving their ability to provide effective, efficient, high-quality programs and services. The Department of Education will develop and implement standards and a process for accrediting community college programs. This initiative will include an outcomes-based model for evaluating and demonstrating quality in instructional programs that prepare students for the workforce or transfer to four-year colleges and universities.

Terry E. Branstad, Governor

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Massachusetts' Consolidation of Educational Services for Economic Recovery

Economic recovery and rejuvenation is a key goal for Massachusetts. Vital to economic recovery are the state's public education and training programs.

The state is working to transform its numerous education and training efforts from a collection of independent programs to a more integrated workforce system. The goal is to create a continuum of educational services—from early childhood education through adult training programs—that are responsive to the needs of students, job seekers, employees, business, and industry.

The four key principles guiding the creation of a lifelong learning system in Massachusetts are:

- *Consolidation of Effort.* This includes reorganizing the governance of public education to consolidate and streamline the policy setting structure for public education and training programs; clarifying the responsibilities of the MassJobs Council; and fully implementing MASS ED ON LINE, a statewide education technology initiative.
- *Accountability for Results.* Throughout the Weld/Cellucci Educational Reform Plan, accountability and outcome measures are addressed and include common core of learning curricula with community and work-based learning components, competency assessments, early childhood and family literacy programs, and professional development for teachers and school personnel.
- *A More Competitive Marketplace for Education and Training Services.* Efforts include providing school choice, increasing competition for discretionary funds available through the workforce system, and strengthening the ability of regional employment boards to serve as information clearinghouses.
- *Provision for Incentives to Link Workforce Development to Economic Development.* Activities include tax credit proposals to companies that invest in job training, and dialogue between representatives of key industry clusters and workforce development officials.

William F. Weld, Governor

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Missouri's Initiative to Improve the Quality Of Higher Education Programs

State universities and colleges have generally taken on too many roles, which has resulted in diminished quality and effectiveness throughout the system. The governance of Missouri colleges and universities requires restructuring to identify specific missions, goals, and priorities for each institution.

Missouri's Coordinating Board for Higher Education will have increased authority to promote more focus on quality and standards in the universities and colleges. As part of this effort, each state university and college will be engaged with the Coordinating Board in a process of mission development and implementation to help set priorities and make decisions about admissions, degree programs, staff deployment, and institutional improvement.

The new missions will provide a framework for decisionmaking on difficult issues, such as eliminating lower quality, inefficient, or unnecessarily duplicative programs, and setting admissions standards. Applicants will be treated more fairly and have a better chance for success when admissions standards are set at appropriate levels and will be motivated to work harder in high school. As administrators, faculty, and students become more aware and supportive of institutional missions, Missouri's basic undergraduate education programs will be strengthened.

Mechanisms for monitoring quality improvements at the institutional and state level will be developed. Governing board membership will be altered so that two members on each regional university board will be selected from the state at large in addition to representatives from the region. Changes are also proposed for governance of the University of Missouri. Through this process, the Coordinating Board for Higher Education will promote ongoing institutional renewal.

John Ashcroft, Governor

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New Jersey's Unified State Plan for Workforce Readiness

New Jersey's Unified State Plan for Workforce Readiness was designed by several state agencies to adapt the education system in New Jersey to meet the skill requirements of the global economy of the 1990s and the next century. The plan recommends the development of close linkages between school systems and the evolving labor market. It calls for establishing high-quality skills training programs for non-college-bound students, easing school-to-work transitions, and dramatically increasing program availability to upgrade the skills of the existing workforce through work-based learning.

The plan will help implement a comprehensive career program beginning in primary school that includes measuring skills, expanding model school-to-work programs, increasing the percentage of students graduating from high school, increasing competence in basic skills for youth and adults, certifying for employers that students have achieved initial mastery in required skills, expanding work-based learning activities such as apprenticeship and literacy programs, and expanding technical preparation programs.

Through this plan, New Jersey hopes to improve the transition of workers to jobs, match workforce skill development to the demands of the labor market, and to develop incentives to increase employer-provided training and increase the participation of the business community in the workforce readiness system. Also, the plan will increase the development and marketing of highly skilled workers to expand New Jersey business and attract new business.

The plan will be the vehicle through which state departments will assess the state's workforce readiness needs and provide policy guidance, resource management, technical support, and program evaluation at the local level. It is being developed by the New Jersey State Employment and Training Commission with the cooperation of the New Jersey Departments of Commerce and Economic Development, Community Affairs, Education, Higher Education, Human Services, and Labor.

This initiative, which will be fully implemented by September 1992, will accomplish a comprehensive education program for all students, a connection between school performance and obtaining employment, and a reduction in the school dropout rate, as well as providing workers with a solid foundation in basic skills and increasing employer-provided training through public/private cooperation programs.

Jim Florio, Governor

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Skills Opportunity Centers for Young People in New York

New York will pursue enactment of legislation to establish Skills Opportunity Centers to provide an alternative path to basic literacy and vocational skills for young people who have not succeeded in traditional school settings.

Each center will provide basic skills instruction, counseling, vocational training, and job placement to sixteen- to twenty-one-year-olds who have dropped out of regular school programs. Center staff will develop an individualized career plan for each student. To ensure that the skills training is relevant to local employer needs, each center will be governed by a board composed of business and labor representatives.

If the legislation is enacted, federal JTPA funds will be used during the 1992-93 school year to provide planning grants to communities seeking to initiate Skills Opportunity Centers. The first centers would begin operation in 1993-94 and would be funded through a combination of state and local sources.

Skills Opportunity Centers and their area school districts would be required to reach out to dropouts and inform them of available services. The program would be administered cooperatively by the state's Education and Labor Departments in order to facilitate integration of education, training, work experience, and job placement services. It would be evaluated in accordance with the provisions of the state's Workforce Preparation Evaluation Act, which, among other provisions, requires administering agencies to collect data on the pre- and post-program employment and earnings of the trainees.

Mario M. Cuomo, Governor

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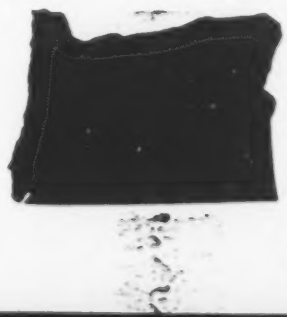
Oregon's Investment in Workforce Quality

In an unprecedented effort to reform and coordinate the state's education and training systems, Oregon aims to have the best educated and prepared workforce in the nation by the year 2000. The Oregon Workforce Quality Council will take the lead in reshaping the state's employment and training system focusing on the critical school-to-work transition, and shifting public resources from remediation to prevention, from "taking care of people" to "investing in people" and expecting a measurable return on the investment.

The council will oversee federal programs like JTPA, Carl Perkins, Wagner-Peyser, literacy, and JOBS and the state's investment in public schools, community colleges, four-year colleges and universities, and apprenticeship programs to:

- ensure that all education and training programs for students and workers are upgraded to world-class standards and performance accountability;
- promote high-performance work organizations in government and business;
- involve business and labor as full partners in the development of education and training policies; and
- coordinate the delivery of education and training services to maximize efficiency and effectiveness by creating a client-centered, customer-focused system.

By June 30, 1993, the council expects to create fifteen regional workforce committees and approve regional strategic plans and service agreements for delivering education, training, and employment programs. A private sector funding strategy will be developed to increase worker training and retraining efforts. A shared information system will be established to collect data on the state's education, training, and employment outcomes. Performance measures will be adopted against which to evaluate federal and state investments in education, training, and employment programs. The council will develop a comprehensive plan to more effectively organize the administration of education, training, and employment programs at the state level and to ensure a more integrated, client-centered delivery system at the local level.



Barbara Roberts, Governor

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Pennsylvania's Efforts to Enhance the Literacy of Welfare Recipients

Pennsylvania's efforts to attack illiteracy have resulted in improved reading levels and enhanced employment prospects for thousands of citizens. Since 1987, $33 million in state funds have been dedicated to these purposes, as have federal adult education and job training dollars. While the state's overall efforts have been highly successful, it has been less effective in meeting the special educational needs of those who are AFDC recipients with multiple barriers to education and employment. For this reason, this initiative is designed to craft and tailor literacy programs to make them more effective for welfare clients.

During the current program year, state adult literacy funding from the Pennsylvania Department of Education is available to augment funds from the Department of Public Welfare to develop literacy training models and curricula for welfare recipients, providing literacy training in the context of job training, family literacy, and computer-assisted literacy instruction. Using these two sources of state funds to draw down federal JOBS dollars, the Department of Public Welfare, through the Department of Labor and Industry, is funding local service delivery areas (the delivery system for a major portion of Pennsylvania's JOBS program), to develop models that will be implemented in all service delivery areas during the 1992-93 program year. Implementation costs will be supported through allocation of additional state literacy and federal welfare funds.

Full implementation of these model literacy efforts is expected to result in more appropriate instruction and training for welfare recipients. Participating clients should demonstrate enhanced grade-level attainment, higher rates of employment, and better performance for children in AFDC families.

The initiative will be carefully monitored and assessed. If successful, its principles will be extended to more welfare clients served through the Family Support Act, as well as those who receive instruction and training through traditional adult basic education and training programs.

Robert P. Casey, Governor

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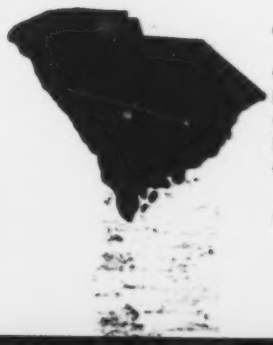
South Carolina's Partnership for Workforce Literacy

South Carolina's workforce literacy initiative will use the forum offered through Michelin Tire Corporation's workplace skills program. The Michelin Learning Center will be a catalyst for addressing deficiencies in the state's adult education system. The program will redefine the content of education and training delivery systems, develop accountability standards for program outcomes, and coordinate services to meet defined program goals. In addition to closing the workplace skills gaps at Michelin, the program will demonstrate a comprehensive contextual approach that education providers can use to revise workplace education policy and programs.

Learning centers will be established to offer skills development opportunities for all levels of employees. Eventually, courses offered at these centers will range from high school equivalency through college credit and degree programs. The corporation has four manufacturing sites in the state and has requested that the skills program offer a consistent delivery of services and a standard quality of service among the variety of providers that will be selected.

The program will use the concepts developed through the Governor's Initiative for Work Force Excellence to develop and implement a company-wide approach to the identification and remediation of skills that impede total quality performance in the workplace. The effort will be structured as a partnership between Michelin and providers, similar to a customer-sales relationship. The project will begin with identifying through careful research those skills needed by the company. The workplace programs offered will be developed with pre-established standards of attainment as the course objective. Through consultation with state and national education experts, Michelin will develop a method for identifying those employees who should participate. A variety of learning situations will be offered, including individual tutoring, classroom instruction, and computer-assisted and self-directed learning. The program partners will closely monitor the most effective instructional methods and learning gains. Frequent feedback between Michelin, the Governor's office, and providers will ensure that the program is on track.



Carroll A. Campbell Jr., Governor

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Wisconsin's Executive Cabinet for a Quality Workforce

Wisconsin recognizes that world economic competition has greatly intensified and its students must be prepared to compete in a global economy very different from the one the United States has dominated for the past fifty years. The Executive Cabinet for a Quality Workforce (ECQW) was established through an executive order signed on September 5, 1991, to develop a strategy to maintain Wisconsin's competitive posture in the global marketplace in the near and distant future.

ECQW is composed of state agency heads, as well as state leaders in business and labor. Their primary purpose is to consider and implement recommendations from various state and national reports that focus on ways to improve the quality of Wisconsin's workforce.

To accomplish this, ECQW is focusing its efforts on three fronts: implementing the education and training policy options needed to prepare Wisconsin's students for postsecondary careers and academic options; improving access to high-wage, high-skill employment opportunities for minorities, women, and disabled persons; and implementing the training policies and programs needed to re-skill the existing workforce and the unemployed. These goals will be achieved through implementation groups created by ECQW to develop and activate specific quality workforce-related programs.

Tommy G. Thompson, Governor

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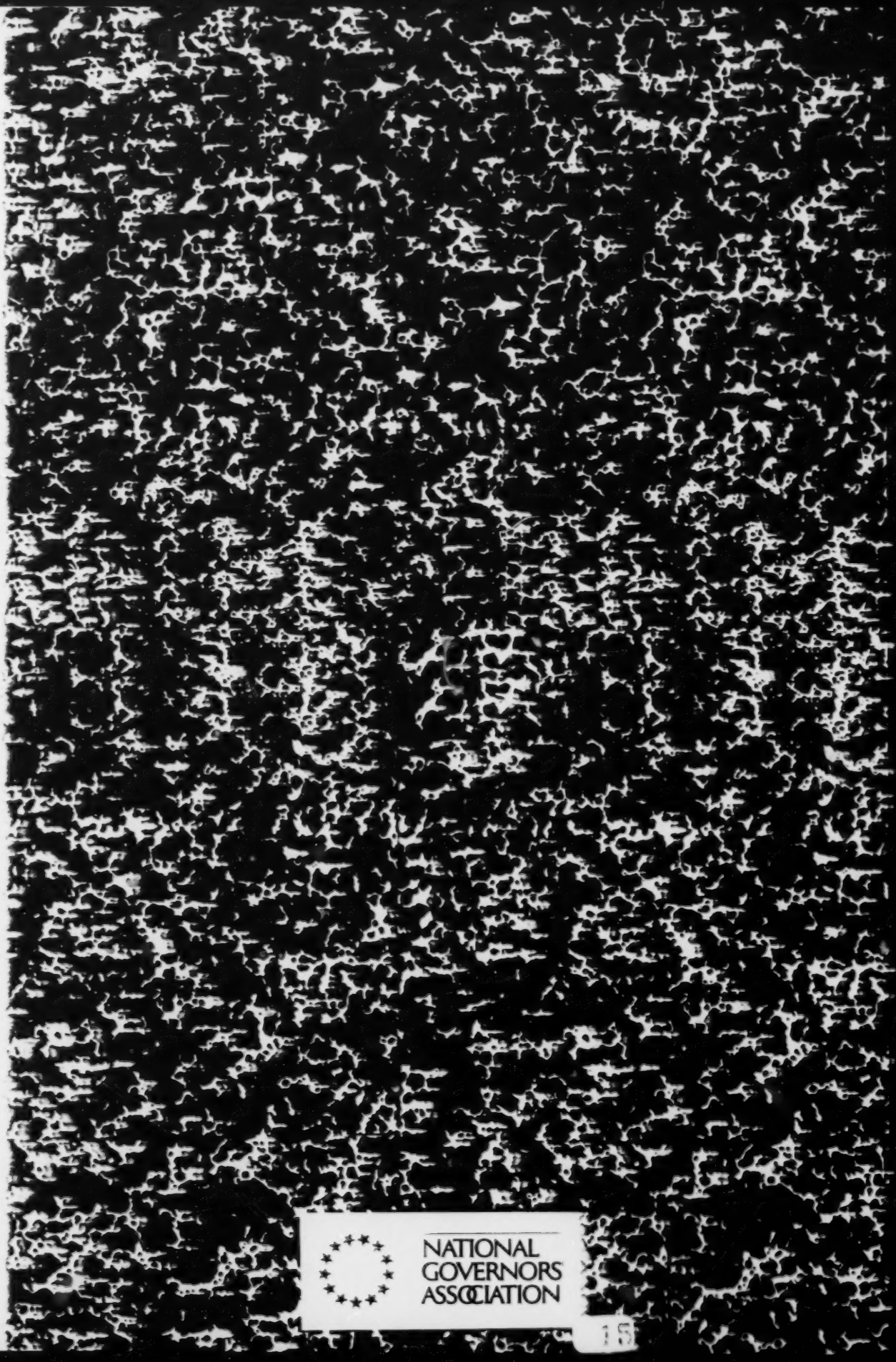

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